



SUBJECT DATASHEET

Theory of career guidance I.

BMEGT51XX43154-91

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Theory of career guidance I.

ID (subject code)

BMEGT51XX43154-91

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	8
Practice	0
Laboratory	0

Type of assessment

exam

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to provide interdisciplinary knowledge and develop a reflective attitude that will enable the student to help their students choose a school, choose a career, and learn about the functioning of the labor market. During the semester, the most important theories will be processed, which will help in the acquisition and professional application of terminology.

Academic results

Knowledge

1. Is aware of the role of views that determine pedagogical practice, knows the possibilities of their formation.
2. Is familiar with the methods and techniques of developing reflective thinking and professional analysis.
3. Is familiar with the specificities of the organizational operation of institutions, the impact of organizational characteristics on the work of teachers.

Skills

1. Able to apply pedagogical competencies and competence-developing methodological culture at a high level and consciously.
2. Able to seek/find effective, creative answers to pedagogical problems arising in different contexts.
3. Able to create an environment that supports and encourages the change and improvement of pedagogical views and practices.

Attitude

1. Her attitude is accepting, supportive, and patient.
2. Her credibility is rooted in her own teaching practice and work experience.
3. She considers continuous self-reflection important for her own development.

Independence and responsibility

1. He is capable of professional self-reflection and self-correction in his decisions.
2. He is characterized by cooperation and responsibility in relation to his profession, field of expertise, and their representatives.
3. He is an equal partner in professional cooperation, he considers and represents the ethical issues of the given field.

Teaching methodology

Consultations and presentations, use of IT tools and techniques, independently prepared tasks.

Materials supporting learning

- Bandura, A. (1986). Social Foundations of Thought and Action. A Social Cognitive Theory.
- Bordin, E. S. (1990). Psychodynamic model of career choice and satisfaction. In. Brown, D.,
- Brooks, L. (Eds.). Career choice and development. Applying contemporary theories to practice. Jossey-Bass, Bridgewater.
- Caprara G. V., Barbaranelli C. & Borgogni L. (2003). A Big Five Questionnaire magyar tesztkönyve. OS Hungary, Szeged.
- Chen, C. P. (2004). Positive compromise. A new perspective for career psychology. Australian Journal of Career Development, 13(2), p17-28.
- Csirszka, J. (1966). Pályalélektan. Gondolat Kiadó, Budapest.
- Holland, J. L. (1987). Current status of Holland's theory of careers. Another perspective. The Career Development Quarterly, 36(1), p24-30.
- Kissné Viszket, M. (2017). Narratív technikák a konstruktív pályatanácsadásban. Alkalmazott pszichológia, 17(4), p87-102.
- Kroeger, O. & Thuesen, J. M. (2017). Mások vagyunk – együtt működünk. MBTI – A 16 Myers – Briggs-féle személyiség típus. Ursus-Libris Kiadó, Budapest.
- Lent, R. W., Brown, S. D. & Hackett, G. (2000). Contextual Supports and Barriers to Career Choice. A Social Cognitive Analysis. Journal of Counseling Psychology, 47(1), p36-49.
- Pogátsnik, M. (2014). Műszaki egyetemisták pályaválasztását meghatározó tényezők. In. Ósz, R. (szerk.). Empirikus kutatások a szakképzésben és a felsőoktatás-pedagógiában. DSGI Kiadó, Székesfehérvár, p149-162.
- Pogátsnik, M. (2016). A szakképzés trendjei az Európai Unióban. Typotop Kiadó, Budapest.
- Pogátsnik, M. (2021). A pályaaorientáció elmélete és módszertana szakmai pedagógusoknak. Typotop Kiadó, Budapest.
- Szabó M., Kiss I., Herczegné Keresztúri J., Szemán D. & Czigány L. (2015). A pályatanácsadás hatékonyságának vizsgálata. Pályaaorientáció rendszerének tartalmi és módszertani fejlesztése. TÁMOP 2.2.2. Forrás. http://eletpalya.munka.hu/c/document_library/get_file?uuid=327a69bf-c97d-4549-8d57-dd2ac8431234&groupId=10418 Letöltés. 2021.03.14.
- Szilágyi, K. (2000). Munka-pályatanácsadás mint professzió. Kollégium Kft., Budapest.
- Tóth, P. (2021). Fejezetek a mérnökpedagógiából I. Typotop Kiadó, Budapest.
- Tóth, P. (2021). Fejezetek a mérnökpedagógiából II. Typotop Kiadó, Budapest.
- Völgyesy, P. (1995). Pályaismeret. GATE, GTK, Tanárképző Intézet, Gödöllő.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes set out in point 2.2 are assessed based on exam performance.

Performance assessment methods

Performance assessment during exam period: exam

Percentage of performance assessments, conducted during the study period, within the rating

Percentage of exam elements within the rating

- Részeredmény: 100

Conditions for obtaining a signature, validity of the signature

1. Active participation in class. 2. Preparation of assignments.

Issuing grades

Excellent	90
Very good	87-89
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	49-0

Retake and late completion

The exam can be retaken in accordance with the provisions of the current Study and Examination Regulations, subject to payment of the fees prescribed in the Reimbursement and Benefits Regulations.

Coursework required for the completion of the subject

Részvétel a kontakt órákon. 8

Vizsgára való felkészülés. 142

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

The conceptual network of career guidance (career, career counseling, career interest, career knowledge, career attitude) Content theories (theories based on individual characteristics measurable with psychological tests; psychodynamic theory; value-based theories; theories based on personality typology) Process theories (theories of staged development; professional development as a series of life stages; theory of constraints and compromises) Combined content and process theories (career development as social learning; social-cognitive career theories; career development in a developmental and environmental context; career guidance as the development of needs) Constructivist approach to career choice (systemic theories of career; "career construction theory"; ecological theory)

Additional lecturers

Dr. Bükki Eszter egyetemi adjunktus bukki.eszter@gtk.bme.hu

Dr. Saule Anafinova egyetemi adjunktus saule.anafinova@gtk.bme.hu

Approval and validity of subject requirements